

THE INFLUENCE OF STORY TELLING TECHNIQUE ON STUDENTS SPEAKING ABILITY

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The objectives of this research were to investigate whether or not storytelling technique influences students' speaking ability and to find out whether or not storytelling give positive respond in English teaching learning. The study employed one group pretest posttest design. Repeated measure t-test was used to analyze the data and the hypothesis testing was computed using SPSS version 15.0.

The result showed that storytelling technique is applicable to increase the students' speaking ability, especially in terms of fluency, grammar, pronunciation, vocabulary, and comprehensibility. In pretest students' mean score was 49.13 while in posttest it became 62.86. in terms of the aspects of speaking, it can be reported that students' fluency increased from 9.80 to 12.26 (gain of 2.46), pronunciation increased from 10.00 to 12.53 (gain of 2.53), grammar increased from 9.86 to 13.00 (gain of 3.14), vocabulary increased from 9.60 to 12.40 (gain of 2.80), and the comprehension increased from 9.86 to 12.66 (gain of 2.80). The result of the questionnaires gave a very positive respond toward storytelling technique on students speaking ability. It can be concluded that storytelling technique gave significant influence toward students' speaking ability and get positive respond.

Keywords: *speaking ability, storytelling, storytelling technique*

PENGARUH TEKNIK STORY TELLING TERHADAP KEMAMPUAN BERBICARA SISWA

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Tujuan penelitian ini adalah untuk menginvestigasi apakah teknik storytelling memiliki pengaruh terhadap kemampuan berbicara siswa dan untuk mengetahui apakah teknik storytelling memberikan respon positif dalam pembelajaran pengajaran bahasa inggris. Pembelajaran ini menggunakan design one group pretest posttest. Ada dua penilai untuk menilai penampilan berbicara siswa. Repeated measure t-test digunakan untuk menganalisa data dan test hipotesa dihitung menggunakan SPSS version 15.0

Hasil penelitian menunjukkan bahwa teknik storytelling dapat di gunakan untuk meningkatkan kemampuan berbicara siswa, khususnya dalam aspek kelancaran berbicara, tata bahasa, pengucapan, kosa kata, dan komprehensi. Pada pretest nilai rata-rata siswa adalah 49.13 sementara pada posttest nilai rata-rata siswa menjadi 62.86. pada aspek berbicara, dapat di laporkan bahwa kelancaran berbicara siswa meningkat dari 9.80 ke 12.26 (meningkat 2.46), pengucapan meningkat dari 10.00 ke 12.53 (meningkat 2.53), tata bahasa meningkat dari 9.86 ke 13.00 (meningkat 3.14), kosat kata meningkat dari 9.60 ke 12.40 (meningkat 2.80), dan komprehensi meningkat dari 9.86 ke 12.66 (meningkat 2.80). Hasil dari questioner memberikan respon yang sangat positif terhadap teknik storytelling. Dapat disimpulkan bahwa teknik storytelling memberikan pengaruh yang signifikan terhadap kemampuan berbicara siswa dan mendapatkan respon positif.

Keywords: *kemampuan berbicara, storytelling, teknik storytelling*

INTRODUCTION

English is very needed in this world. Mastering English skills are demanded not only in the life of children in most of their times but also in various occupation. From these reasons, today almost all people from the top to the lower level of social status have to master the English. This is due to the development of science and technology which is transferred mostly in English. In other words, English becomes very important language to master.

English is a mean of communicateion in science and technology, education, and other activities among nations. Being able to communicate with other people from foreign countries requires the language that people use. As Richards and Rogers (1986:130) stated that Language is viewed as a vehicle for communicating meaning and messages. It means that we have to be able to understand another language to communicatee one another.

Their orientation in learning language is mastering the grammar by answering the question provided on the book. By these conditions, the class will not be interesting for the students. It can make them feel bored. When the students find that they are always given such activity in which it seems to be the same with the previous one, they will be lazy to attend the class and it can cause the gap between the students and the teacher.

Based on the researcher's pre observation at SMAN 10 Bandar Lampung, most of the students got difficulty to speak in English. They tended to keep silent when they were asked to speak in English because they were afraid of doing mistakes in producing utterances. They were also seldom use English to communicate with their friends because they lacked of vocabulary. It could be assumed that this school was appropriate for the researcher to conduct the research in the form of classroom interaction research. To overcome the problem, it is suggested that the teacher should find other technique that can encourage the students to learn English especially for communication. One of the techniques which can be used to help teachers in presenting speaking ability to learners is story telling.

Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get ideas or the message across. In this case, there is a process of giving message, which is called as the encoding process. At the same time, there is a process of understanding the message of the first speaker.

Haris (1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feeling orally. It means that we produce spoken message to someone. Spoken message includes ideas, thought and feeling that we want to share, influence, or interact to other people. So here, speaking situation involves aq speaker who put a message with words or sentence that has content and a listener.

Lado (1961: 240) describes speaking as the ability to express oneself in life situation, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of idea fluently. This ideas means that speaking emphasizes more to the ability of an individual to convey something whether it is in the form of expression, report with the language he has.

Irawati (2003: 7) stated that speaking is one of the central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listeners used to communicate information, ideas, and emotions to others using oral language. Speaking is the instrument of language and primary aim of speaking is for communication (Tarigan, 1987: 5).

Story telling especially engages our narrative mind in the service of language learning in the classroom. It is a tool as shadowing, summarizing, retelling, action logging, and news lettering increase students' comprehension, negotiation of meaning and feelings of community. These intensifying activities allow learners' multiple opportunities to respond deeply to stories and experience shifts in their beliefs and attitudes. This then leads to more lively participation role in the teaching speaking ability. Story telling contributes in achieving teaching learning objectively. Unfortunately, many English teachers do not realize that story telling model is important to encourage their learner towards English.

Storytelling is one of the most powerful forms of art/communication known to humans and explains why it possesses such great potential as a teaching-learning

tool. By using storytelling as a technique in teaching speaking, it is expected that the students are active, fun, cooperative, responsible, and independent learner because in storytelling has some segments to be active learners of speaking class.

Storytelling can make the students able to produce communicative and understandable story, that is shown by early planned point of view purpose, coherence plot, communicative images, correct structure of sentences, and correct dictions, eloquent fluency, clear conventional style, and understandable pronunciation. However, techniques in applying storytelling still need to be explored in order to make students participate more and be interested in learning speaking. Techniques used also have to be able to make students produce good sentences that can communicate what students actually mean to the audiences well.

RESEARCH METHODS

In conducting this research, the researcher has used *one-group pre-test and post-test design* is used to this research. The writer uses one class as the experimental class. The treatment is conducted three times by using narrative text. The writer conducts pretest, treatment, and posttest. Here is the illustration of one group pretest posttest design

T1 X T2

Where:

T1: Pretest

X: Treatment

T2: Posttest

(Setiyadi, 2004: 40)

There are several reasons for choosing one group pretest-posttest design to be employed in the research. This design is chosen since it is not feasible to apply true experimental design. The sample of the research is chosen randomly. Thus, one group pretest-posttest design is chosen. Besides, it is impossible to involve control group in the research because of the limitation of time and cost which are also became the consideration.

The population of this research is the students of the first year of SMAN 10 Bandar Lampung in 2012. There are eight classes. The writer chooses one class randomly by using simple random sampling. And writer chooses X6 as the sample. The number of students in the class is 30 students. The rasearcher test all the students in X6 class one by one. This research was conducted 5 meetings, which is 1 meeting for condusting pretest, 3 meetings for conducting treatments, and 1 last meeting for conducting posttest and distributing the questionnaires.

RESULTS AND DISCUSSIONS

The most important finding in this research was to find out influence of storytelling technique towards students' speaking ability and to find out the students' respond towards storytelling technique in teaching speaking. The finding

was storytelling technique significantly increases students' speaking ability score from pretest and posttest indicated that using storytelling technique has an impact on students speaking ability.

Based on the result of the research, the writer found that it is important to recognize storytelling as one of techniques to increase speaking ability by using narrative text. The researcher found that there was a difference of students' speaking ability after being taught narrative text by using storytelling technique. It was taken hypothesis testing. It indicated that the hypothesis proposed was accepted. the increase can be seen by comparing the mean score between the pretest (49.13) and the posttest (62.86)

In other words, storytelling can be used to improve students' speaking ability. the lively atmosphere and real life environment created by stories encourages the students to talk and discuss with each other. When telling and listening to a story, the learners will easily be plunged into the plots and the scene and forget about themselves, which will, to a great degree, relieve their nervousness. Colon-vila (1997) also commented that storytelling helps EFL learners become more self-confident to express themselves spontaneously and creatively. However, teachers have not been zealous to use it in the classroom (Alvey, 1977). the students learnt to tell a story since it is interesting and motivating that encourage the students for both slow and fast learners. It could be seen from the learners' enthusiasm during the activities. The students asked question about the vocabulary, how to pronounce it, and how to act the character properly. Eventhough the condition was a bit noisy because they are actively speaking one

another, it showed us that they are interested in learning speaking by using storytelling technique.

The researcher began the research by administering the pretest. The pretest was administered to know the students' speaking ability before they were given the treatments. When the researcher was administering, the researcher ask the students about narrative stories that they know. And there are 3 stories which have been choosen, they are bawang merah bawang putih, timun emas, and white butterfly. Every student chose one story that they need to deliver in the pretest and the posttest, and most of the students chose bawang merah bawang putih story. After that, the researcher together with the teacher recorded the students performances' in pretest. They made many mistakes in delivering the stories, for example in aranging the sentences, produce wrong pronunciation, and do alot of pauses bacause lack of vocabulary.

After administering the pretest, the researcher began to do the treatments. There were 3 times treatments to reach the indicator in the lesson plan which are First, Students are able to recognize the generic structure: Orientation, Complication, Resolution, and re- orientation. Second, Students are able to retell the story with their own words. Third, Students are able to perform storytelling based on 5 linguistic components. And the last, Students are able to recognize the discourse elements of narrative text: once upon a time, etc.

At the first teatment, the researcher began the class with showing the performance of story teller so that the students have parameter how to deliver the story. Then,

when they have had background of storytelling, the researcher taught them about the generic structure of narrative text which are Orientation, Complication, Resolution, and Re-orientation and taught the Students to be able to recognize the discourse elements of narrative text: once upon a time, etc.

At the Second treatment, the researcher taught the students to be able to retell the story with their own words. At the third treatment, the researcher taught the Students to be able to perform storytelling based on 5 linguistic components which are pronunciation, grammar, vocabulary, fluency and the comprehensibility.

After administering the treatments, the researcher did the posttest. There are 3 stories which have been chosen, they are bawang merah bawang putih, timun emas, and white butterfly. Every student chose one story that they need to deliver in the pretest and the posttest, and most of the students chose bawang merah bawang putih story. After that, the researcher together with the teacher recorded the students performances' in posttest. In the posttest, most of the students delivering the story much better than in the pretest. The students speak up in front of the class fluently, with good grammar, appropriate vocabulary, right pronunciation, and better comprehensibility. After conducting the posttest, the researcher gave the questionnaires to the students to be filled to know the students' response toward storytelling technique in English learning teaching.

Then the researcher together with the teacher assess the students' performance from the recording. Both of the raters gave score for each students'

performances. After getting the score, it can be seen that there was a significant increase seen from the mean of the pretest and the posttest result. The result found that the total score of pretest was 1474 with the highets score was 70 and the lowest score was 40. The mean score of pretest was 49.13. from the result, the total score of the posttest was 1886. The highest score was 80 and the lowest score was 40. The mean score was 62.86. then the researcher found that there is very possitive respond toward storytelling techique because about 97.6% from all students scored 31-50.

From the average score in pretest and posttest, it can be seen that there is a significant difference in the result of pretest anf posttest made by the students. This mean that storytelling made a good contribution to the teaching learning of speaking. It helps english teacher arise the students' interest and motivation in learning speaking. In the other words, the students have improved their performance in speaking helped by storytelling technique. Therefore, from the result above, the researcher concludes that storytelling technique can increase students' speaking ability. There is significant increase of the students' speaking ability after they are given the treatments. Besides that, storytelling can also help all aspect of the students' speaking ability which are pronunciation, grammar, vocabulary, fluency, and comprehension.

CONCLUSIONS AND SUGGESTIONS

Having conducted the research at the first grade of SMAN 10 Bandar Lampung and analyzing the data, the researcher would like to state some conclusions as follows:

1. Storytelling technique give significant influence toward students' speaking ability in english learning proccess. It can be seen by the significant increse of students pretest score and posttest score and the possitive respond that was given by the students toward this technique.
2. There is significant increase of students' speaking ability before and after pretest and posttest after being taught by stortelling technique. The result of posttest is higher than the result of pretest. There is an increase from the average score of the pretest (49.13) to posttest (62.86). The result of hypotesis test show that the hypotesis is accepted. It can be seen from t-ratio which was higher than t-table ($9.063 > 2.045$)
3. there is very possitive respond toward storytelling technique. It can be reported that 96.7% students scored 31-50. And only 3.33% students scored 10-30.

Considering the findings og the research, the research would like to recommend some suggestion as follows:

1. English teachers are suggested to use storytelling technique to teach speaking especially at the first grade of senior high scool students because most of the lessons is about narrative text. The students will be easier to speak up, to express themselves to tell the story bacause it is more interesting and have so much fun.
2. For the teachers who want to implement the storytelling technique to teach speaking, it is better to use story text of unpopular fairytale as the learning media. It will be much better if the teachers let the students know an uncommon fairytale so that they will not be bored with the popular story

they have read and they can create sentence by their own words when retelling the story.

3. The students are suggested to practice english in daily activity. Especially when they are in english class. Although it is difficult to practice, but it is important to stimulate the habit of speaking english. So that end the end they will not be shocked when the teacher ask them to speak up in front of the class.

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